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AUTHOR El-Banna, Adel I.
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ABSTRACT

Procedures for developing and validating a modified cloze test are described. The multiple-choice cloze procedure was developed to aid in the rapid placement of college freshmen who are students of English as a second language. It was designed to overcome some problems in the original cloze test, to reduce anxiety, and to be machine scored. The pilot test, intended to obtain appropriate distractors, was administered to 376 first-time freshmen in three colleges of education in the Middle East. The final test form was administered to 95 students in two colleges of education to obtain item analyses, calculate test validity and reliability, and determine the optimum test time. These measures indicate that the test as a whole provides good assessment of the learners' general English language ability. A 35-item bibliography and the instrument are included. (MSE)

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TANTA UNIVERSITY
FACULTY OF EDUCATION

THE DEVELOPMENT AND VALIDATION OF A MULTIPLE-CHOICE CLOZE TEST FOR NON-NATIVE COLLEGE FRESHMEN

BY

ADEL I. EL-BANNA

EFL TEACHING & TESTING

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THE DEVELOPMENT AND VALIDATION OF A MULTIPLE-CHOICE CLOZE TEST FOR EFL COLLEGE FRESHMEN

Adel I. El-Banna
Faculty of Education, Tanta University

ABSTRACT

This article presents the different procedures of developing and validating a multiple-choice cloze test to be used for quick placement of EFL college freshmen. This kind of test is a modified cloze test which overcomes some of the problems of Taylor's original cloze test. In addition,it reduces anxiety level on the part of the learners,and can be machine scored. The development of the multiple-choice cloze test had undergone different steps which can be summarized as follows: 1) text selection; 2) determining deletion rate; 3) administering the test following Taylor's original cloze;and 4) scoring the test.The pilot test was administered to 376 first year college freshmen at Tanta,Mansoura,and Kafr El-Skeikh Faculties of education in Nov.,1984. The purpose of the pilot administration was to obtain the necessary distractors with the aim of utilizing them in the final form of the multiple-choice cloze test. The final form of the MCC was administered in 95 first year college freshmen in Jan.,1985 at Tanta and Kafr El-Sheikh Faculties of Education. The purpose of the experimental test was to collect item analysis data;calculate test validity;test reliability and determine test optimum time limit. The test validity was achieved through using point-biserial correlation;the test reliability was calculated through using Kuder-Richardson 21;the test items' reliability was achieved through employing modal probability;and item analysis data were also obtained. In closing,the test validity,test reliability and test item analysis data show that the test as a whole provides good assessment of EFL learners' general language ability. In other words,scores obtained on the entire test seem to be good indicator of EFL learners' general English language proficiency level. (4 tables are included)

INTRODUCTION:

The cloze procedure is a technique by which words are systematically deleted from a prose passage.The traditional cloze procedure as illustrated by Taylor (1953),was originally presented as a means of measuring the readability of a passage. Bormuth (1969,p.365) states that " cloze tests made by deleting every fifth word measure skills by conventional multiple-choice reading comprehension tests."

The name of this new technique was derived from the Gestalt concept of "closure" which hypothesizes that the reader completes a structural whole by filling in a missing gap. A test subject is able to complete certain familiar or "good" patterns even though some elements of the pattern have been deleted.

Since its birth just over thirty years ago (Taylor,1953),varieties of cloze test have been used to measure reading comprehension,knowledge of vocabulary,the relative difficulty of prose passages,language proficiency and even the reader's intelligence;and aural cloze tests have been proposed as measures of listening comprehension (Oller and Conrad,1971, Oller and Perkins,1980).

An essential feature in fully understanding the nature of cloze is an awareness of the redundant nature of language. The idea of measuring the amount of redundancy in a message by determining how much of it can be deleted without changing its conveyed meaning was taken from information theory (Hirsch,1977,p.95).

It would be necessary to mention that the cloze procedure is not really a test,but rather a way by which one can be designed. AS for making decisions as to which words are deleted must be made by the test maker. The text chosen can also affect the results and an ill-advised selection can produce confounded conclusions (Smith, 1978,p.720).

A test which employs single sentence completion can be less effective than a cloze passage in which the subject is allowed to make use of a full range of contextual clues which provide for the use of sentential and super-sentential clues. If the words deleted are redundant (these are usually structure words),the reader may be able to succeed in producing these words without necessarily having understood the meaning of the passage. Conversely,if too many important content words are deleted,the passage might prove to be too difficult for the reader.

A word of caution regarding the fallability of cloze tests is introduced by Alderson (1979,p.219). He claims that cloze tests " are not suitable tests of higher order language skills" although they "can provide a measure of lower coreproficiency." Alderson (1979,p.225) claims that the fact that the cloze does not delete phrases and clauses limits "its ability to test more than the immediate environment since individual words do not usually carry textual cohesion and discourse coherence."

By utilizing selected deletion cloze techniques, that is,selecting specific words rather than random words,it is possible to design a test which will be sensitive to cohesion constraints as well as linguistic variety. The traditional method of deleting every nth word in a passage has been challenged by a number of researchers in recent years.

One of the most controversial aspects of cloze tests is the problem of scoring them. Alderson describes five different scoring procedures;1) the exact word only,2) any semantically acceptable word, 3) identical form classes, 4) some grammatical function,and 5) any grammatically correct word (p.221).

He found that any acceptable word produces the highest correlations with a standardized test of EFL. He concludes that the semantically acceptable word appears to be the most valid procedure for the purpose of EFL testing (p.223). According to Oller (1979,p.368),much information about the examinees language may be lost when the cloze tests are scored by the exact word procedure. He also believes that the semantically accepted word technique has instructional advantage as well as being"somewhat more strongly correlated with other proficiency criteria than the exact word method is."

Finally,Alderson points out that the cloze procedure is only a technique for devising a test and that each cloze test must be validated in the same way that multiple choice tests are;they are not automatically valid and usually need to be modified.

THE MULTIPLE-CHOICE CLOZE TEST:

The purpose of the present study is to develop a multiple-choice cloze test for quick placement of non-native speaker of English,college freshmen.

To recapitulate,in the last few years,the cloze procedure has seemingly proven to be a reliable and valid measure of general language proficiency. Comprehensive research (Oller,1972, Hinofotis,1976,and Brown,1978),has indicated high correlations between cloze test and other criteria measures. Scholars agree that cloze tests are highly integrative and useful devices in assessing foreign learners' overall language proficiency in the target language.

Finally,all the signs are that tests using cloze procedure are becoming increasingly popular with foreign/second language teachers as well as language examiners,not to mention researchers. To be precise here are some advantages of cloze tests: 1) Cloze tests are easily and quickly developed and can be scored by individuals who are neither experts on the subject matter of the test nor in the complexities of test development; 2) Cloze test can be administered to individuals as well as groups;and generally speaking its use requires less expertise (Harris and Sipay,1980;Porter,1978); 3) Cloze tests provide a good measurement of the learners' ability to use semantics and syntactic clues (Harris and Sipay,1980); 4) Cloze test can be used diagnostically as it produces lexical items which can be analysed for accuracy and appropriateness, cloze procedure obliges students to produce answers rather than choose answers;and 5) Last but not least, cloze procedures have been shown to correlate highly with other measures of language proficiency such as dictation,essay and oral interview (Aitken,1977;and Hionofotis,1980).

All tests have limitations as well as inherent problems,and the cloze procedure is no exception. Here are some limitations of cloze tests: 1) The Standard Cloze format is not readily percieved as a test of reading comprehension,The Standard Cloze test is also an extremely difficult and anxiety provoking test (Cranney,1973;and Rankin,1974); 2) Although comprehension of the passage is necessary to the successful completion of the cloze,it is not sufficient. The testee must ,in addition,be able to produce the language (Porter,1976); 3) It is very unlikely that a single test will reflect any full assessment of such an intricate and complicated process as the knowledge of a language; 4) The required length of a cloze passage makes it inconveniently long as a unit to test assembly and the test has the notable disadvantage of requiring hand scoring;and 5) Time should be spent in preparing students to take a cloze test because they are not familiar with the technique and probably find it difficult (Harris and Sipay,1980).

PURPOSE OF THE STUDY:

The main purpose of the present study is to develop a multiple-choice cloze test for quick placement of non-native college freshmen. The multiple choice cloze format overcomes the disadvantages of the original cloze mentioned before because:

1- Multiple - choice distractors are semantically implausible so there is only one possible correct answer.
2- Multiple - choice responses can be machine scored.
3- The multiple - choice cloze Test reduces learners' anxiety.

Text Selection

The first step in constructing such a test is to select the passage (or passages) to be used. Four reading passages were selected from a book of readings for EFL students (Lado,1970) the reading level,subjects matter and style of the passages were similar, as for as this author is acquainted to those of other passages studied during the thanawiyya Amma. Since the author is interested in language testing he felt qualified to make a subjective judgment that all students could comprehend most of the important facts of the passages. An additional computation using the Fry Readability Scale (Fry,1978) showed the passages to be written at approximately a twelfith grade level (equal the Thanawiyya Amma grade level). These passages ranges from 195 to 250 words to ensure a reasonable number of test items and thus reliability.

Deletion Rate:

No deletions are made in the first two sentences, to allow the theme of the passage to become established. Many researchers delete every 5 th word. According to Oller (1979) a minimum of 50 deletions and 25 points of reference are needed for good readiability. For convenience the author felt that a rate of every 5 th word "mutilated the message" two much and could intimidate or frustrate a learner who is new to the procedure. Thus he decided on a deletion rate of every 7 th word. The author wanted to complete the session in one fifty minute period,yet some researchers (Stump,1978;and Streiff,1978) used three short passages in one cloze testing session. Given the length of each passage and leaving the first two and last sentences intact, a deletion of every 7th word results in a total of less than 30 deletions per passage.

In short,every effort was made to make the text as comprehensible to the students as possible while maintaining a regular deletion rate.

PREPARATION OF TEST MATERIAL:

The materials were typed and blanks where words have been deleted were left. All the blank spaces were of the same length and a line for the student to write on was provided. Instructions were prepared to be given orally or in written form.

SAMPLE:

The try-out form of the cloze test following Taylor's original blank method was admininstered in November 1984 in three Faculties of Education: Kafr El-Sheikh, Tanta,and Mansoura. The subjects of this study were 376 EFL students,males and females learning English as a second language in some programs,whose native language was Arabic, and they had started learning English for a period ranging from six to seven years.

PILOT TEST ADMINISTRATION:

The purpose behind piloting the test is to find out information about any pertinent problems to the reading passages and to get the distractors from the students themselves with the aim of using these distractors in the development of the field test,namely the Multiple-Choice Cloze Test under consideration.

Before the try-out test was administered,the author discussed completion exercises in general and introduced the idea of a "new kind of test" in which the blanks were inserted on a regular (nth word) basis. The author worked on an example of three sentences with several deletions. The try-out test itself was administered to the 376 subjects. The subjects were encouraged to work on the test,and were told that the purpose behind the test was not for grading them but rather for testing the test. Students,were given ample time to finish the test. Most researchers do not limit the time period. In two of the few references to time,Aitken (1977) mentioned"about half-hour" and Oller (1979) advised approximately 40 minutes,for passages of 250-300 words with 50 deletions. It would seem necessary,however to mention that the test was not a speed test for measuring comprehension but rather it was a power test that should have no time limit.

SUBJECT'S REACTION ABOUT THE TRY-OUT TEST:

The test was reported to the author that it was difficult for the reasom that it did not provide a word bank to help them umderstand the reading passage. Moreover,the subjects found the blank method technique used in this test to be anxiety provoking.

THE AUTHOR'S REACTION:

Restlessness on the part of the students was apparent during try-out test administration. In addition,the author took the chance of having some native speakers of English (Test was given informally) and tried out the test and found that these individuals had some problems in filling in the missing words.

SCORING:

The try-out (see Appendix A) was scored in one way: the exact-word method. The advantages and disadvantages of various scoring methods have been discussed in current research,without any definite conclusion (Haskell,1975). For the research purpose,the author decided to score by the exact-word method. To him,this method is an objective method in scoring and was recommended by some researchers especially when scoring cloze tests for measuring the students'reading comprehension skills(Harris,1980,p.187;Tierney,1980,p.20).

This preliminary test,in fact,was administered to get the previously stated information about the test itself. Since the urgent purpose was to obtain the distractors necessary for the field test,the author did not assign any grades or points to the subjects' performance or rather responses.

The author decided to utilize the most commonly committed mistakes by the subjects. It was accepted that distractors should be selected by the subjects. If a distractor is not selected by any one,it makes no contribution to the functioning of the item and should be eliminated or revised (Gronlund,1971.pp.188-189). In other words,distractors must be familiar to the students before they can serve as reasonable choices. That is why the author preferred to generate these distractors from the students themselves and not to rely on some artificially made up distractors. The quickest method was to administer the blank forms of the test passage and to tabulate the

errors which occur most frequently. This provides a series of incorrect responses which are especially plausible because they are in the language of the students (Gronlund,1971,p.189).

FINAL FORMAT OF TEST:

From the frequent errors or rather incorrect responses made by the subjects,the distractors were selected. Two distractors from the most frequent to the less frequent incorrect responses were chosen,and the third alternative was the correct response,namely the exact deleted word. Distractors were mixed and placed within the context of the prose passages as shown in the final form of the test (see Appendix B).

EXPERIMENTAL TEST ADMINISTRATION:

The main objective of the experiment test was to: 1) gather item analysis data; 2) calculate the test validity; 3) estimate the test reliability; 4) determine the optimum time limit for the test.

SCORING:

The final form of the test was administered to 95 first year EFL college students. The subjects' responses to the test items were hand scored by the author.

1- ITEM ANALYSIS:

a)Item Difficulty: The difficulty indices were calculated for each Item. As a whole,the Items were found to be of appropriate difficulty as shown in table 1.

Table (1): Difficulty Indices For the Multiple Cloze Test Items

Item No	Difficulty Index	Item No	Difficulty Index
1	.32	26	.39
2	.40	27	.53
3	.37	28	.60
4	.33	29	.62
5	.40	30	.36
6	.50	31	.35
7	.39	32	.42
8	.43	33	.56
9	.52	34	.52
10	.57	35	.36
11	.60	36	.47
12	.55	37	.49
13	.38	38	.61
14	.46	39	.56
15	.46	40	.45
16	.64	41	.49
17	.46	42	.63
18	.62	43	.37
19	.44	44	.42
20	.37	45	.44
21	.51	46	.58
22	.49	47	.46
23	.52	48	.62
24	.52	49	.62
25	.45	50	.41

It seems necessary to point out that Ebel(1965,pp.55-58) and Lindquist (1951,pp.20-24) indicated that items of appropriate difficulty are those with difficulty indices ranging from .30 to .70.

b) Item Discrimination: The disriminating power indices showed the test items were of appropriate discriminating power as indicated in table 2.

Table (2): Discrimination Indices for the Multiple-Choice Cloze Test Items

Item No	Discrimination Index	Item No	Discrimination Index
1	.45	26	.59
2	.46	27	.43
3	.37	28	.46
4	.41	29	.51
5	.56	30	.50
6	.53	31	.50
7	.55	32	.49
8	.59	33	.45
9	.43	34	.38
10	.39	35	.38
11	.52	36	.40
12	.38	37	.44
13	.43	38	.58
14	.41	39	.60
15	.57	40	.39
16	.53	41	.38
17	.41	42	.43
18	.44	43	.47
19	.58	44	.51
20	.50	45	.56
21	.50	46	.58
22	.38	47	.42
23	.45	48	.44
24	.49	49	.53
25	.53	50	.46

Again,it is important to point out that Marshall and Hales (1972,p.82) indicated that items with discriminating indices between .40 and .60 are good discriminators.

2-TEST VALIDITY:

The test validity was obtained through using point biserial correlation as indicated in table 3.

Table (3): Item Validation Using Point Biserial Correlation

Item No	r.	Item No	r.
1	.51**	26	.57**
2	.60**	27	.50**
3	.55**	28	.48**
4	.50**	29	.41**
5	.49**	30	.44**
6	.37*	31	.53**
7	.36*	32	.50**
8	.45**	33	.39*
9	.55**	34	.36**
10	.46**	35	.43**
11	.51**	36	.56**
12	.53**	37	.58**
13	.38**	38	.43**
14	.50**	39	.41**
15	.57**	40	.43**
16	.39**	41	.53**
17	.45**	42	.56**
18	.47**	43	.47**
19	.55**	44	.56**
20	.41**	45	.55**
21	.43**	46	.43**
22	.52**	47	.47**
23	.57**	48	.39**
24	.39**	49	.51**
25	.41	50	.38

* Significant at the .05 level.
** Significant at the .01 level.

In addition,the passages in the multiple- choice cloze test may be said to have content validity since they are based on reading selections taken from ESL/EFL courses. Using the argument of Nystrand (1976) and O'Reilly and Schuder (1977),the test also seem to have construct validity as a measure of reading comprehension as it avoids the problems of language production.

3-TEST RELIABILITY:

The reliability of the test was obtatined through using Kuder-Richardson 21. The total test reliability was found to be .77. Moreover, the items' reliability was calculated through using Modal Probability as shown in table 4.

Table (4): Item Reliability for the Multiple Choice Cloze Test

Item No	r.	Item No	r.
1	.76**	26	.35*
2	.70**	27	.49**
3	.87**	28	.45**
4	.72**	29	.41**
5	.90**	30	.50**
6	.80**	31	.51**
7	.66**	32	.56**
8	.71**	33	.53**
9	.83**	34	.81**
10	.86**	35	.83**
11	.65*	36	.74**
12	.34**	37	.69**
13	.45**	38	.53*
14	.66**	39	.35**
15	.75**	40	.73**
16	.69**	41	.82**
17	.81**	42	.85*
18	.87**	43	.33**
19	.91**	44	.67**
20	.90**	45	.70*
21	.79**	46	.31**
22	.83**	47	.83**
23	.86**	48	.46**
24	.59**	49	.57**
25	.64	50	.61

* Significant at the .05 level.
** Significant at the .01 level.

4-OPTIMUM TIME LIMIT:

Time limit for use on the final form of the Multiple-Choice Cloze Test was based on calculations took 90 percent of the subjects to finish the entire test during the testing session. The author set 50 minutes for the 50 items,including 4 minutes for answering any questions the subjects ask about the test.

Finally,the test validity and test reliability showed that the test as a whole provides good assessment of EFL learners'language ability. In other words,scores obtained on the entire test would be good indicator of EFL learners' general English language proficiency level.

CONCLUSION:

The Multiple-Choice Cloze Test seems to have good potential as an EFL proficiency measure. A caution to keep in mind is that constructing an MC Cloze is a considerably more complicated procedure than constructing an open-ended cloze test. An MC cloze test requires pretesting with an open-ended task to obtain distractors. It is necessary to pretest the MC version to check item facility and discrimination. However,once a reliable MC Cloze format is obtained,the time involved in administering and scoring the test should be less. An MC cloze test can be easily hand scored or computer scored. In addition,the MC Cloze test format proved to be reducing anxiety on the part of the examinees.

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APPENDIX A

TEST MATERIALS

A Cloze Test For College Freshmen

For teacher information:

This exercise is a new kind of test: a "cloze" test. The purpose of this test is to see how well you can read a passage with understanding . This exercise consists of two prose passages . Some of the words have been taken out of each passage and blanks have been inserted . Your task is to fill in each blank with the word you think is missing.

Instructions:

1- Read the entire passage once to try to understand what it is about, and then fill in each blank with the word you think is missing.

2- Fill in each blank using one word only . In this test contractions (he's,didn't) are considered one word.

3- You may skip difficult blanks and return to them later.

4- Don't be afraid to ask.

5- GOOD LUCK.

Passage I *

Entertainment is important in modern life. Everybody needs it, and everybody tries to find the entertainment he/she enjoys. How and where do young people (1) ..... entertainment today ? In many ways and (2) ..... many places. By going to parties (3) ..... dancing. By going to football games , (4) ..... by playing tennis or participating in (5) ..... sports. By playing a musical instrument . (6) ..... simply by staying home and watching (7) ..... .How so they get to places (8) ..... entertainment ? In different ways:by bus,(9) .....bicycle,by taxi, or by calling (10) ..... friend and asking for a ride.

(11) ..... may have other preferences. They often (12) ..... less active entertainment . How do they (13) ..... entertainment ? By going to cinemas or (14) .....the theatre, by going out to (15) .....with friends, by reading a good (16) .....and, of course, by staying home (17) ..... and watching TV too. But parents may (18) ..... agree with their children on the (19) ..... to watch on TV. A Boy (20) ..... prefers a football game and a (21) ....., a song and dance program. Mother (22) ..... favours a homey story,while father (23) ..... the news and films of mystery. (24) .....is part of watching Tv-and (25) ..... everybody like to watch TV. Whatever he/she does and whenever he/she finds it, no one can go through life without regular entertainment. Why not?

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* Passage taken from : LAdo, R. Lado English Series Book 3.A Complete Course in English as a Second Language. New York: Regents Publishing Company. Inc.,1970,P.231.

*Passage 2

Big cities like Cairo,Alexandria,New York ,London,and Tokyo are among the modern wonders of the world.Peoplego to these big cities to live. Every year more and more people (1) ..... from the small town to the (2) ..... city. The big cities are becoming (3) ..... and the small town smaller.

Big (4) ..... offer more advantages than do small (5) ..... . A museum in Cairo or New York (6) ..... sure to be bigger and better (7) ..... a museum in any small town (8) ..... the A.R.E. or in the U.S.A. (9) ..... theatres of Paris are better than (10) ..... in the towns and villages of (11) ..... . The Hospitals in Alexandria are more (12) ..... than those in the small towns. (13) ..... transportation between big cities is usually (14) ..... than that between big cities and (15) ..... towns.

On the other hand, the (16) ..... the city, the bigger the problems (17) ..... while people live in big cities, (18) ..... do not like the problems of (19) ..... cities . They move to the cities (20) ..... dream about the peace and (21) ..... of the country. Still,big cities (22) ..... proud of their size and each (23) ..... to be the biggest . Everyone knows, (24) ..... that big cities cannot be allowed (25) ..... just grow. Sooner or later each city must think about what its proper size should be. Big cities should be more interested in quality than in size.

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* Passage taken and adopted from : Lado,R.Lado English Series Book 3. A complete Course in English as a Second Language.New York:Regents Publishing Company,Inc.,1970,P.82.

APPENDIX B

Final Form of the Multiple-Choice Cloze Test For College Freshmen

TANTA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND
METHODS OF TEACHING
KAFR EL-SHEIKH

A MULTIPLE CHOICE CLOZE TEST FOR COLLEGE FRESHMEN

BY

ADEL IBRAHIM EL BANNA,Ph.D.

EFL TEACHING & TESTING

FACULTY OF EDUCATION

KAFR EK-SHEIKH

1985

A MULTIPLE CHOICE CLOZE TEST

FOR COLLEGE FRESHMEN

GENERAL DIRECTIONS:

1- Turn this page when the examiner tells you to do so. This test consists of 50 items and requires approximately 50 minutes of working time.

2- Read the directions which are printed at the beginning of the test carefully, and proceed at once to answer the questions. Do not spend too much time on any one item. There is a time limit for each item.

3- No questions may be asked after the examination has begun.

4- Do not talk to any one during the test.

5- You must mark all your answers on the seperate answer sheet you have been given by putting a circle around the same letter, (A,B,C or D), as the answer you have chosen.

6- Mark only one answer for each question.

7- GOOD LUCK.

Do not turn this page until you are kindly told to do so:

When you are told to turn the page, read the directions and then go on to the test.

A MULTIPLE CHOICE CLOZE TEST
(50 MINUTES)

INSTRUCTIONS:

This is a test that measures your general language proficiecy level. You have two reading passages. Read these passages and then choose the one best answer,(A) ,(B),(C) or (D),to each question. Then,on your answer sheet,find the number of the question and mark your answer. The sample excercise below shows you how to make your answers on your answer sheet.

Example:

Adel Kamal and Ahmed Ramzy like sports.In the
1- a) in
summer they swim and b) at the winter they play football.
c) play
d)with

2- a)have 3- a) fly
They b) are playing to go on a short b) play trip this
c) were c) enjoy
d) had d) go

4-a)watch
weekend but they don't b) see what the weather's going to be
c) know
d) feel

Answer: 1 (a) 3 (a)
2 (b) 4 (c)

To show that a,is the correct answer for question 1; b,is the correct question 2, a,is for question 3;and c,for question 4, a circle has been made around the letters a,b,a, and c in example I. Answer all the questions of this test in this manner.

Please Stop Here

PASSAGE I

Choose the correct answer:

Entertainment is important in modern life. Every body needs it,and everybody tries to find the entertainment he/she enjoys. How and where do young people (1)(a. spent; b. got; c. pass; d.find) entertainment today? In many ways and (2)(a. their; b. in; c. from; d. there)many places. By going to parties (3) (a. and; b. for; c. of; d. to) dancing. By going to football games, (4) (a. and; b. enjoing; c. or; d. may) by playing tennis or participating in (5) (a. the; b. other; c. very; d. games)sports. By playing a musical instrument. (6) a. And; b. With; c. Or; d. It) simply by staying home and watching (7) a. radio; b. her; c. it; d. TV). How do they get to places (8) a. of; b. for; c. their; d. to) entertainment? In different ways: by bus,(9) (a. and; b. by; c. on; d. or) bicycle,by taxi or by calling (10) (a. on; b. at; c. up; d. a) friend and asking for a ride.

(11) (a. They; b. Other; c. Adults; d. We) may have other preferences. They often (12) (a. get; b. make; c. prefer; d. are)less active entertainment. How do they (13)(a. find; b. enjoy; c. make; d. spend)entertainment? By going to cinemas or (14) (a. go;b. going; c. to; for) the theatre, by going out to (15) (a. quarrel; b. play; c. fight; d. dinner) with friends,by reading a good (16)(a. novels; b. plays; c. book; d. books) - and of course,by staying home (17)(a. to; b. for; c. by; d. and)watching TV too. But parents may (18)(a. be; b. don't; c. not;d. make) agree with their children on the (19)(a. going; b. staying; c. studying; d. programme) to watch on TV. A boy (20)(a. who; b. always; c. might; d. is) prefer a football game and a (21)(a. sing; b. play; c. sport; d. girl),a song and dance programme. Mother (22)(a. probably; b. prefer; c. has; d. was) favours a homey story, while father(23)(a. read; b. choose; c. prefers; d. see) the news and films of mystery. (24)(a. it; b. there; c. sharing; d. films) is part of watching TV- and (25)(a. also; b. all; c. almost; d. so) everybody likes to watch TV. Whatever he/she does and wherever he/she finds it,so one can go through life without regular entertainment. Why not?

Please go to the next page

PASSAGE 2

Choose the correct answer

Big cities like Cairo,New york and Paris are among the modern wanders of the world. Many people go to these big cities to live. Every year more and more people (1)(a. left; b. went; c. go; d. move) from thr small town to the (2)(a. largest; b. biggest; c. smallest; d. big) city. The big cities are becoming (3)(a. large; b. crowd; c. bigger; d. big)and the small towns smaller.

Big(4)(a. town; b. city; c. government; d. cities) offer more advantages tha do small (5)(a. countries; b. others; c. towns; d. town).A museum in Cairo or new york(6)(a. make; b. is; c.made; d. became)sure to be bigger and better (7)(a. than; b. that; c. to; d. from)a museum in any small town(8)(a. like; b. so; c. of; d. in)the A.R.E.or the U.S.A. (9)9a. many; b. most; c. the; d. in)theatres of Paris are better than(10)(a. others; b. other; c. which; d. those) in the towns and villages of (11)(a. Egypt; b. French; c. France; d. Theatres). The hospitals in Cairo are more(12)(a. bigger; b. cleaner; c. smaller; d. modern)than those in the small towns. (13)(a. Many; b. Means; c. Also; d. The)transportation between big cities is usually(14)(a. crowded; b. more; c. expensive; d. better)than that between big cities and (15)(a. the; b. bigger; c. other; d. smaller) towns. On the other hand, the(16)(a. towns; b. small; c. smaller; d. bigger)the city,the bigger problems. (17)(a.And; b. But; c. Because; d. All) while people live in big cities. (18)(a. what; b. they; c. are; d. but)do not like the problems of (19)(a. the; b. big; c. their; d. small)cities. They move to the cities,(20)(a. because; b. but; c. and; d. where)they dream about the peace and (21)(a. empty; b. rest; c. quiet; d. save)of the country. Still,big cities(22)(a. is; b. must; c. should; d. are)proud of their size and each (23)(a. wants; b. other; c. is d. was)to be the biggest. Everyone knows ,(24)(a. how; b. whatever; c. however; d. if)that big cities cannot be allowed(25)(a. more; b. before; c. to; d. has)just grow. Sooner or later each city must think about what its proper size should be. Big cities should be more interested in quality than in size.

Please Stop here,End of Test

The Multiple-choice Cloze Test

For College Freshmen
Answer Key

PASSAGE 1	PASSAGE 2
1- d. find	1- d. move
2- b. in	2- d. big
3- a. and	3- c. bigger
4- c. or	4- d. cities
5- b. other	5- c. towns
6- c. or	6- b. is
7- d. TV	7- a. than
8- a. of	8- d. in
9- b. by	9- c. the
10- d. a	10- d. those
11- c. adults	11- c. France
12- c. prefer	12- d. modern
13- a. find	13- c. also
14- c. to	14- d. better
15- d. dinner	15- d. smaller
16- c. book	16- d. bigger
17- d. and	17- a. and
18- c. not	18- b. they
19- d. programm	19- b. big
20- c. might	20- b. but
21- d. girl	21- c. quiet
22- a. probably	22- d. are
23- c. prefers	23- a. wants
24- c. sharing	24- c. however
25- c. almost	25- c. to